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ABSTRACT

Eight agencies (including three teacher centers and three Teacher Corps programs) in the state of Washington, concerned with inservice teacher education, formed a network to test and to explore avenues of cooperation and coordination. Since the emphasis was on collaboration between Teacher Corps and and teacher centers, the first step was to examine the areas of potential conflict and cooperation. The major areas examined were: the purposes and terms of grants, governance, plans of operation, and major thrusts. The network committee, with representatives from Teacher Corps projects, teacher centers, the Washington Education Association, and the state education agency, concentrated on the areas of common interests, while respecting each others' differences. The network's success can be attributed to the sharing of information, resources, practices, materials, and consultants. Among the accomplishments of the network during the first year were: establishing the bylaws and governance of the committee: setting realistic goals: establishing a continuous communications process: and identifying and exchanging resources on successful staff development practices. The purpose of networking was to share information, technical assistance, and solutions to problems. A flexible outline of strategies and of support is often characteristic of networks, and staff members must be able to foster collaboration under a variety of circumstances. (FG)

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THE WASHINGTON STATE TEACHER CORPS/TEACHER CENTER NETWORK

BY
PAUL R. WALKER

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Teacher Corps
Western Washington University
Bellingham, Washington
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LIST OF MEMBERS
TC/TC NETWORK
1980 - 81

Teacher Centers

Lisa Veium-Hansen, Director, Palouse Teacher Center
Larry Skillestad, Director, Spokane Teacher Center
Joan LeMieux, Director, Cowlitz Teacher Center

Teacher Corps Projects

Herb Hite, Director, Western Washington University
Tom Ruff, Director, Washington State University

State Superintendent's Office

Alf Langland, Associate for Professional Development

Washington Education Association

Al Smith

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Joyce Marshall, Spokane Teacher Center, Chairperson
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INTRODUCTION

This paper describes how eight agencies in Washington State concerned with teacher preparation learned to work together to form a collaborative effort called a network. Agencies included were the:

Spokane Teacher Center
Palouse Consortium Teacher Center
Washington State University Teacher Corps
Kelso - Longview Teacher Center
Western Washington University Teacher Corps
Washington Superintendent of Public Instruction
Far West Teacher Corps Network
Washington Education Association

The term "network" has been used in anthropology and sociology to describe communication and other interaction among closely related groups. For our purposes:

> A network is a nonhierarchical collection of equals who enter into a multifaceted relationship for the mutual benefit of all through the sharing of resources, the improvement of communications, and the support of common ideas and missions.[1]

It is hoped that the narrative which follows will be helpful to Teacher Corps/Teacher Center projects in other states as they pursue analysis of the potential values of networking. Other agencies concerned with networking may find this document useful too.

[1] Walt Le Baron, "The Theory of Teacher Corps Networks." Unpublished contract report for National Teacher Corps. (1980).

PART I: PURPOSE

The Washington State Teacher Corps/Teacher Center Network began in 1979 as a committee with representatives from two Teacher Corps projects, two Teacher Centers, the Washington Education Association and the State Education Agency (Office of the Superintendent of Public Instruction). In 1980 a third Teacher Center was added to the network. The committee was funded with a small grant from national Teacher Corps to test and address avenues of cooperation and coordination between two federally funded programs which had teacher training (inservice) as a central mission. Although the committee's emphasis was placed upon collaboration between Teacher Corps and Teacher Centers, each agency represented on the committee had a serious interest in inservice education.

Because there were no guidelines for seemingly independent projects to cooperate, the committee moved cautiously and examined carefully areas of potential conflict and cooperation. A summary of the differences between Teacher Corps and Teacher Centers is presented below.

I. Purposes of Grants.

Teacher Corps--Strengthen opportunities of low-income pupils. Encourage IHE to broaden and improve both teacher preparation and the inservice education of school personnel.

Teacher Centers--Provide training to improve skills of teachers. Provide teachers opportunities to develop curricula, learn new methods and research applications.

II. Terms of Grants.

Teacher Corps--For 5-year period. First year for planning, subsequent years to be renegotiated but on a non-competitive basis.

Must include K-12 feeder system. Schools must meet low-income criterion.

Prime grantee may be IHE or LEA.

Clients may be all school personnel and IHE personnel.

Teacher Centers--For 3-year period. Each year subject to negotiation, but not competitive after initial grant. Must serve a geographic area--one or more LEA districts, or entire state.

Grantee will be LEA; 10% of grants may go to IHE.

Clients must be certified personnel in the K-12 setting.

III. Governance of Project.

Teacher Corps--A Policy Board governs. Includes LEA Superintendent, IHE Dean of Education, Chairperson of Community Council.

An elected Community Council of at least 7 members advises the Policy Board and must participate in preparing proposal. (A temporary Council may qualify.)

Teacher Centers--A Policy Board governs. Membership of Board consists of a majority of teachers, numerically representatives of elementary, secondary, vocational and special education teachers, and (for 1981-82) bilingual teachers. Must include representatives of LEA administration and at least one representative of an IHE.

IV. Plan of Operation

A. Local Objectives

Teacher Corps--Local objectives must define the needs of pupils which will be the focus of the training programs. Local objectives must include attention to multi-cultural education, learning or behavioral problems of pupils, the variability of individual learning.

Teacher Centers--Objectives for meeting needs of pupils served by teachers in the area must be defined in terms which can be evaluated. Objectives must provide evidence of the potential of the program for increasing the effectiveness of participating teachers.

B. First Year Plan

Teacher Corps--First year must be a planning year. Specific objectives must define the outcomes for the planning period.

There must be a projection of activities for later years.
There must be a management plan, budget and timeline.
Teacher Centers--Must provide evidence that Teacher Center will be operational by end of first year, if year one was supported by a planning grant.
Goals and activities must be projected for 3-year period.

C. Staff Development

Teacher Corps--Staff development must focus on resolving the problems of low-income pupils.
There must be individualized staff development plans for different teachers, aides or other educational staff.
The training must be field-based and should increase staff skill in individualizing instruction for pupils.
The training programs must represent an improvement by IHE and LEA in delivering training to staff.
Teacher Centers--Training is intended to provide teachers with greater effectiveness in curriculum development and application of research, and to improve skills of teachers.
Teachers may provide training for other teachers.
Policy Board is to design and supervise the operations of the center.

D. Impact on Institutions

Teacher Corps--Project is to demonstrate staff development which is responsible to pupil needs.
Evidence must be persuasive that participating institutions will continue program achievements after funding is terminated.
Teacher Centers--Proposal must show potential of the Teacher Center for impacting the local institutions.

E. Adequate Reporting

Teacher Corps--Staff must document and evaluate the achievements of the project.
Successes and failures must be disseminated to other agencies.
There must be a planned audience for the dissemination.

Teacher Centers--The proposal must define a process for reporting activities and outcomes.
Dissemination is part of State Education Agency responsibility.

F. Role of State Agency

Teacher Corps--State agency must review and make recommendations concerning the proposals.
State may be involved in preparation of proposal and in implementation and dissemination of project goals and outcomes.
Teacher Centers--Ten percent of total federal funds for Teacher Centers are assigned to state agencies for them to carry out the following activities:
(1) SEA must review and recommend proposals.
(2) SEA provides technical assistance to project.
(3) SEA responsible for dissemination.

G. Management

Teacher Corps--There must be a management plan for all major phases of the project meeting needs of local pupils, staff development, continuation of project achievements, dissemination to other agencies.
Teacher Centers--There must be qualified staff.
Facilities must be adequate.
The Teacher Center must be of sufficient scope for potential impact on institutions.
There must be plans for evaluation and dissemination.

V. Major Thrust

Teacher Corps--To change institutions so that staff development is responsive to pupil and teacher needs.
Teacher Centers--To develop and produce curricula designed to meet the educational needs of persons in the community, area, or State being served including the use of educational research findings of new or improved methods, practices, and techniques in the development of such curricula, including the use of technology and telecommunications; and to provide

training to improve the skills of teachers to enable such teachers to meet better the special educational needs of persons such teachers serve, and to familiarize such teachers with developments in curriculum development, testing, and educational research, including the manner in which the research can be used to improve their teaching skills.

PART II: PROGRESS

Once program differences were delineated, the committee decided unanimously to concentrate positively on areas of commonality while respecting each other's differences. Scrutiny of commonalities and differences was the fundamental excercise which fostered progress and allowed the committee to evolve into a successful network. Teacher Corps and Teacher Centers could preserve those characteristics which gave each identity and encouraged collaboration and cooperation. Members also began to see that mutual cooperation would lead to enhanced outcomes for each participating agency. For example, Teacher Corps had an outreach mission for dissemination, demonstration, and adoption/adaption of main program features within the State of Washington. Teacher Centers had a mission to impact staff development within their local institutions. The State network became a mechanism as well as a forum for advancing ideas and strategies which potentially enhanced the outcomes for Teacher Corps and Teacher Centers' missions. Also, the statewide responsibility of the Washington Education Association and the State Agency served to insure that the network had maximum capability to assist Teacher Corps and Teacher Centers with their basic missions.

Documentation of the network's activities illustrates a series of accomplishments:

I. The committee was formed and documentor was selected to track activities and to keep detailed minutes. The committee established bylaws (see Appendix A) and gradually the committee developed network characteristics.

II. The committee charted similarities, common interests, and differences.

III. Bylaws were established which defined a collaborative decision-making process for projects (Teacher Corps and Teacher Centers) and included the Washington Education Association and the State Education Agency.
Consensus was the essential mode for governance.
After ground rules were thoroughly discussed and in place,

mutually agreed upon activities began which included:

A. The development by all constituents of calendars which were exchanged to keep all members apprised of project activities and ancillary activities of interest within the State.
B. Observers were invited to attend training events.
C. Products and expertise were exchanged.
D. Projects agreed to use each other to validate products and exemplary practices.

Sharing of information, resources, practices, strategies, materials, and consultants for the improvement of staff development was the major event that transformed the committee into a functioning network. A joint conference which could be beneficial to all constituents was systematically planned, with the intent that the activity would occur in the fall of 1980 contingent upon funding. A complete blueprint is enclosed in Appendix B. Funding was not forthcoming due to sizeable cutbacks in the national Teacher Corps program, so implementation was postponed. Nevertheless, the planning activity required to stage the conference served to bring together members of the committee and caused them to become a functioning network.

The network's first year ended with a feeling of accomplishment. Some of the most important achievements are addressed here.

- The network began by addressing an important idea--inservice education.
- The network established bylaws and a collaborative governance system.
- Limits were established and only reasonable and realistic missions were set.
- Constituents were committed to share their professionalism with others.
- Each constituent group contributed to the network, yet each was able to preserve the unique characteristics which gave its project identity.
- A systematic communications process was established and became continuous.

- Sharing became a routine function: Products, practices, methods, resources, and most importantly, problems.
- Identification of resources and resources exchange extended the sharing process.
- Resource documents, handbooks, catalogs, technical manuals, exemplars, and directories were exchanged.
- Reports of training events and activities served as demonstrations for the network.
- Documentation of processes and practices relating to staff development activities were discussed and exchanged.
- Management problems were discussed with a view towards the expertise within the network helping to solve problems.
- The network became an important linkage between projects, the WEA and SEA for keeping current with inservice activity within the State.

PART III: RECOMMENDATIONS

Based on the Washington State Network's experience, the following recommendations should be examined by those who are considering establishment of a network.

Recommendation 1: Establish a focus.

It is imperative that the agencies which are reviewing establishment of a network consider together what important idea or mission they hold in common. Equally important, each potential network member must determine that it is of significant self-interest to join the network.

Recommendation 2: Establish a governance philosophy.

The governance system must be nonhierarchical and it must be based on a parity relationship among equals in which the self-interest of each is served and represented. The relationship among equals is collaborative.

Recommendation 3: Establish bylaws.

The governance philosophy should be reduced in writing to a set of mutually acceptable bylaws.

Recommendation 4: Establish a realistic mission.

The network's mission should be appropriate, achievable and acceptable to its membership. Specific objectives and activities to achieve objectives as well as time lines should be set in congruence with each facet of the network's mission.

Recommendation 5: Establish a documentation/evaluation process.

A continuous documentation/evaluation process should be set in place from the network's onset. This process is not to be construed as restrictive or necessarily research oriented. Rather it is to serve as an historical record through which network membership constantly reappraises what it has done and what should be done in the future. This is a continuing kind of institutional introspection. Some one individual, usually the paid or unpaid secretary, must have responsibility for the documentation/evaluation role.

Recommendation 6: Establish a communications process.

The process should be systematic. It should be the designated responsibility of one person, executive secretary or perhaps the network chairperson, to design the process. One key to success in networking is communication

Recommendation 7: Establish a sharing process.

Every meeting of the network's membership should include a specific time set aside for sharing. Sharing includes open discussion of potentials and problems which each member faces; the purpose of sharing is not only to provide technical assistance, but more important to provide social support.

Recommendation 8: Establish a management system.

This system is for purposes of managing the administrative detail that accompanies the network's overall operation. For example, budget, travel and housing arrangements, printing a newsletter, etc.

PART IV: GENERAL COMMENTS ON NETWORKING

The following comments, though not necessarily drawn from the Washington State Teacher Corps/Teacher Center Network's experiences, seem appropriate for those interested in the concept of networking. These comments are based on the author's past several years as Executive Secretary of the Far West Teacher Corps Network and as a member of the Washington State Network.

Information, Technical Assistance and Problem Solving. Irrespective of subject matter the major purposes for networking are: 1) a network is a vehicle for transmitting information to members and constituents of members in a systematic and efficient manner, 2) a network has the capability to plan, organize and implement technical assistance for a variety of audiences associated with or designated by the network, and 3) a network, almost by definition, lends itself to problem solving activities because the membership is continually addressing problems and seeking expedient solutions.

Sharing. The major purposes for networking center around activities which can be categorized under the rubric of information, technical assistance and problem solving. However the method or motive, and the underlying foundation for networking is sharing. Sharing helps upgrade the performance of network members.

Sharing can take a variety of forms but essentially it means that members willingly and unselfishly share successes, failures, information expertise, resources, information, and materials. It also means that members actively participate in problem solving and the decision making process necessary to solve problems. For a network to be successful, members must be proactive and participatory in all phases of operations and governance so that information, technical assistance and problem solving activities can come to fruition.

Strategy. Because a network is flexible and usually outside of a normal bureaucratic structure (a major reason for networking), it can operate in a variety of creative ways without the strictures inherent in a bureaucracy. For example, a network decides its own

governance, membership, and its own reasons for existence. Ordinarily, a network has a useful but limited life dependent upon the nature and difficulties of the problems a network undertakes.

Generally, the format for creating strategies to deal with information, technical assistance, and problem solving is straightforward and linear.

1) Needs analysis and needs identification.
2) Systematic planning for resolving needs.
3) A plan of action or activities to meet needs, i.e. appendix B.
4) Implementation of the plan.
5) Long and short term evaluation of the plan.
6) Written documentation of the plan.
7) Follow-up activity of the plan.
8) Finalized documentation to serve as a further needs analysis.
9) The cycle begins again with number 1.

Typical strategies for networking include the development of a continuing information and reporting system. Often this includes newsletters, periodic memos, network publications about activities, and frequent conferencing by phone. Demands for technical assistance are usually satisfied by conferences, seminars and/or training sessions. But on-site visitation to provide follow-up assistance is extremely valuable.

Problem solution may be met by the above but may require long term strategies if the problems are particularly acute and difficult. A network may have to develop long range strategies which are creative and require several network planning sessions for problems which are persistent. For example, inservice education and staff development needs may have to be examined separately from building needs, paraprofessional needs, administrative needs and district needs. A comprehensive plan to implement inservice goes beyond a one shot or one time solution. Such a plan would have to evolve, be long term, and include a variety of strategies to be successful.

Resources and Support. There are no definitive guidelines for fiscally determining what a network costs. Perhaps the best benchmark

for assessing dollars for a network is to estimate the amount of information, technical assistance and problem solving activities which are likely to occur during a year. If the network is within a small geographic location, travel costs are minimized and the greatest expenditure is the amount of time membership commits to network functioning. Time commitment by membership and staff should not be underestimated because it represents a real cost. If the network covers a large geographical region, then travel costs and time costs are compounded and have to be taken into consideration in an equation for estimating network costs.

Executive Secretary. As previously mentioned, staff time is probably the most expensive item in founding and maintaining a network. Most networks designate or assign one person to assume the role of network manager or executive secretary. The role of network manager has been described by Ford, LeBaron and Walker[1] as having three fundamental functions.

Management functions--To manage a network successfully the executive secretary must engage in:

--Planning to help the network members develop common goals.
--Assessing the needs of the network and its members.
--Working with diverse groups to accomplish common goals.
--Coordinating consultants for client projects.
--Linking various agencies.
--Reporting, informing and seeking information from local, regional and national levels.

Production Functions--The Executive Secretary is responsible for the following tasks:

--Developing conferences, workshops or other activities for the network.
--Writing proposals for reports and information purposes, and for routine office management.
--Insuring that the Network activities meet high quality standards.

[1] P.Ford, Le Baron, W., Walker, P.R., Teacher Corps Networking: Purpose and Potential (Bellingham, Wash: Far West Teacher Corps Network, 1980). pp. 28-37.

--Documenting individual events and activities, as well as overall programming for the development of publications.
--Disseminating products, practices, within and outside the agencies.
--Demonstrating network products and practices to other interested agencies.

Content Functions--The Executive Secretary is the single most responsible person for developing action plans and assists a board of directors in meeting long and short term network goals. The Executive Secretary carries out the wishes of a board of directors by developing planning models, action models and follow-up models for activities to insure that network goals are accomplished.

Underlying all of the functions of the network secretary is the ability to foster collaboration among members of the network to insure that each member and each agency has an equal chance to participate in network operations and governance.

Network Impetus and Momentum. A network is a system designed to be mutually supportive and exploitive of its membership. That is, members need to support each other but also need to view other members as resources to be exploited for the benefit of their constituents. Once a network is formed, sufficient interest must be maintained so that members can continue to satisfy their own needs while contributing to the overall functioning of the network.

Collaboration, multiple needs assessment, and timely and realistic activities are the staple that gives a network impetus and fosters momentum.

Resources. The direction for education in the 1980's seems to be that everybody involved in the educational enterprise will have to "do more with less." All indications are that education will not have the fiscal support it enjoyed in the 1960's and 1970's. Networking may be a logical way to share limited and finite resources so that agencies and projects can participate in development activities. Probable activities include:

- Conferences
- Workshops
- Seminars
- Materials development
- Research activities
- Communication activities
- Dissemination
- Outreach to other agencies
- Sharing

The above list also represents, in a short form, the benefits for networking. A single project or agency may not have the capability to carry out developmental activities but a network seems an appropriate mechanism for realistically assuming developmental activities.

APPENDIX A

- BYLAWS -

1979 - 80

I. Name of Organization: Committee for Teacher Center and Teacher Corps Cooperation, hereafter known as "the Committee."

II. Purposes/Tasks: The Committee will:

A. Determine how Teacher Corps and Teacher Centers can coordinate efforts when providing technical assistance to client groups;

B. Determine what specific activities or strategies are necessary for projects to undertake for collaboration between Teacher Corps and Teacher Center projects at the local level;

C. Conduct comprehensive analysis of Teacher Corps and Teacher Centers legislation, policy, and technical assistance efforts through literature searches, series of interviews and conferences with experts involved with education, Teacher Corps and Teacher Center programs;

D. Synthesize and analyze the information into documents, design a model for Teacher Corps/Teacher Centers projects to utilize collaborative efforts and provide recommendations for future implementation; and

E. Develop specific activities and strategies for the implementation of the model at the local project sites.

III. Member Agencies:

A. Member agencies are:
   (a) Washington State University-Pasco Teacher Corps Project
   (b) Spokane Teacher Center
   (c) Palouse Consortium Teacher Center
   (d) Superintendent of Public Instruction
   (e) Far West Teacher Corps Network
   (f) Washington Education Association

B. Other agencies/individuals will be invited to be regularly involved and provide technical and consultative assistance to the Committee.

C. Each representative is responsible for reporting committee activities to their member agency's policy board.

IV. Voting: The Committee will make every effort to arrive at decisions through consensus. In the interest of time a majority vote will prevail. Each member agency shall have one vote.

* Western Washington Teacher Corps and Cowlitz Teacher Corps added in second year, 1980 - 81.

MANAGEMENT PLAN FOR TEACHER CORPS/TEACHER CENTER EXCEPTIONALITY CONFERENCE

CLIENTS - 30 selected educators from Palouse Consortium, Spokane Teacher Corps, and Washington State University Teacher Corps Programs

STAFF - 1 Keynoter
6 Presenters
Coordinators - Joyce Marshall and Lisa Velum Hanson, Teacher Centers, in conjunction with Far West Network
2 Documenters

ADMINISTRATIVE MANAGEMENT - is the Conference Coordinators and the Network Executive Secretary

POLICY MANAGEMENT is the Teacher Corps/ Teacher Center Committee

INTENT A-1 *What are the goals for clients?* At the conclusion of the workshop, clients will: (1) serve as resource and informational agents within their districts; (2) serve as resource agents and be available for other school districts; (3) be able to identify characteristics and to be able to process exceptional children; (4) develop motivational skills for teaching exceptional children; (5) be knowledgeable of the materials to teaching exceptional children; (6) be knowledgeable of the methods of teaching exceptional children; (7) be knowledgeable of the variety of behaviors of exceptional children; (8) develop astute awareness of the variability of exceptional children.	B-1 *What will staff do to insure that client goals are met?* Staff will design, implement and evaluate the experiences and materials to insure that clients develop the required skills and products. A conference design will be developed to include specific activities and schedules consistent with client goals and objectives. The design will include specific staff responsibilities, activities and schedules. Training materials required by the conference activities will be developed, assembled and shipped to the Far West Network Executive Secretary for reproduction. Implementation of the conference design. Evaluation, long and short range, after the conference. The conference coordinators will be responsible for conducting specific pre and post-conference meetings.	C-1a *What will administrative management do in support of client goals?* Conference coordinators: Lisa Velum Hanson, Teacher Center, Joyce Marshall, Teacher Center, Far West Teacher Corps Network, will provide support and coordinate services to staff.	C-1b *What will policy management do in support of client goals?* Teacher Center/Teacher Corps Committee will outline the broad parameters to be considered in planning, implementing, and evaluating the workshop, and officially authorize the Executive Secretary to proceed with his management responsibilities in conjunction with the workshop.
METHOD A-2 *How will clients accomplish goals?* (1) Each participant will receive an informational packet consisting of: a. Pre-conference reading materials b. Vitaes from presenters c. Workshop goals and objectives (2) Pre-conference cluster meeting of local clients: a. Discussion of #1 (3) Attend sessions to: a. Identify conference intent and objectives b. Each conference participant will interface and interact with conference consultants and resource people along with their colleagues in the following sessions: -Gifted and talented -94-142/Mainstreaming -Identification and process of forms for compliance -Behavior and neurological handicapped discipline -Motivation utilization of the exceptional child - 2 person panel -Production of materials (4) Conference wrap-up (demonstration of future management plans) a. Importable to own district/building(s) b. Exportable to other districts c. Localized small groups (Spokane-3, Palouse-1, Pasco-1) with presenters sitting with group (5) On-site meeting within 2 weeks (follow-up) (6) Conference participants will be expected to complete follow-up written survey within 6 weeks	B-2 *How will staff go about insuring that clients accomplish goals?* Before the conference: Staff will hold pre-conference meeting of presenters. Staff will design pre-conference support materials and forward to conference participants. Staff will meet (via correspondence or conference calls) to finalize conference design, study support materials (i.e., Teacher Corps proposal, management plan, project data) share and secure resources. During the conference, staff will assist participants in accomplishment of goals and objectives: -Present information on special education/mainstreaming -Facilitate teams in developing site-specific skill needs -Share methodologies/resources used to prepare personnel for mainstreaming -Present/facilitate management system planning The evaluator/documentors will facilitate a participant evaluation of the extent to which workshop client goals were realized and the effectiveness of workshop activities. The documentors will design the follow-up survey.	C-2a *How will administrative management do it?* The conference coordinators will: -Hire and assign the workshop presenters -Make all arrangements for supplies, facilities, and support staff -Coordinate travel, per diem, and lodging arrangements -Oversee the reproduction and distribution of all workshop related materials -Introduce the workshop to participants -Negotiate all contractual agreements with workshop staff -Oversee all fiscal accounting associated with the workshop -Be sure presenters preface materials 4 weeks in advance of conference. -Coordinate and monitor on site conference follow-up	C-2b *How will the Teacher Corps/ Teacher Center Committee do it?* The Teacher Center/Teacher Corps Committee will authorize the Conference Coordinators to proceed with the management functions associated with the workshop. Prior to the conference, the coordinators will submit for approval to the various policy and administrative agencies the leadership conference plan. All policy agencies and administrative agencies will receive documentation, including a final report.
RESOURCES A-3 *What will clients need to accomplish goals?* (1) The clients will have to express a willingness to attend and participate in pre-conference, conference, and post-conference activities. (2) 2½ day conference (3) Money (funding agency not determined) (4) Materials: Materials/resources that address training needs. Support materials: paper, easels, projection equipment, tape, pens, etc. (5) Presenters: People knowledgeable in special education/mainstreaming skills development. People who can provide resources/materials for skill development.	B-3 *What resources will staff need?* Knowledge/skills: Staff will need knowledge of exceptionality, possess facilitating skills. Time/money: Meeting time and meeting expenses for preparation of conference design. Materials: Data from projects (pre-conference assessment); resources/materials to be shared with participants.	C-3a *What resources will administrative management need?* Workshop design and this planning matrix Budget Network staff assistant (ad hoc) as needed	C-3b *What will they need to do it?* Workshop design and this planning matrix